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ABSTRACT

The 12 standards used to approve Illinois teacher education institutions are discussed in this guide. These standards represent duly filed rules and regulations under which the state superintendent of education, in consultation with the state teacher certification board, meet the statutory responsibility to recognize teacher education institutions. It is noted that the standards fall into two broad categories; (1) Standards 1-4, 11, and 12 determine the adequacy of the institution's commitments to teach education and the general results of these commitments; and (2) standards 5-10 test the institution's capacity to conduct programs in a fashion that ensures equitable and fair treatment of applicants and candidates. Eleven criteria used to approve Illinois teacher education programs are also outlined, and descriptions of the rationales and intent of each criterion are provided. Suggestions are made on kinds of evidence institutions should present to demonstrate that a program complies with each criterion. A chart is included summarizing the meaning of the criteria and displaying their interrelationships. (JD)

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A GUIDE TO PREPARING REPORTS RESPONDING TO STANDARDS AND CRITERIA USED TO APPROVE ILLINOIS TEACHER EDUCATION INSTITUTIONS AND PROGRAMS

ILLINOIS STATE BOARD OF EDUCATION

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Department of Professional Relations and Services

Teacher Education Program Approval Section

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A GUIDE TO PREPARING REPORTS RESPONDING TO STANDARDS USED TO APPROVE ILLINOIS TEACHER EDUCATION INSTITUTIONS

STANDARDS

The standards discussed below represent duly filed rules and regulations under which the State Superintendent of Education, in consultation with the State Teacher Certification Board, meets the statutory responsibility to "recognize" institutions for purposes of teacher education (see Article 21-21 of The School Code of Illinois).

The standards are applied to the entire institution, not only to a department or college of education, to determine whether the institution provides a context appropriate to the conduct of teacher education programs. The standards recognize that programs leading to any of the certificates require, in most cases, the involvement of several administrative units typically found in institutions of higher education and therefore are designed to test various aspects of the institution to determine the appropriateness of the institution sponsoring approved programs.

The standards fall into two broad categories: Standards 1-4, 11 and 12 determine the adequacy of the institution's commitments to teacher education and the general results of these commitments; Standards 5-10 test the institution's capacity to conduct programs in a fashion that insures equitable and fair treatment of applicants and candidates (see P.A. 81-1188).

The standards are designed to be applicable to widely diverse institutions, ranging from institutions that prepare only professional educators to liberal arts colleges to specialty schools to multipurpose universities. In recognition of the diversity of traditions, administrative patterns, and levels of commitment to teacher education found among such a set of institutions, the standards focus primarily on whether specified administrative and programmatic responsibilities are met. The standards do not specify how these tasks are to be accomplished.

The following discussion of the standards undertakes a statement of the intent of each standard and the considerations and logic used in judging compliance. The discussion does not suggest quantitative benchmarks for judging compliance, nor does it attempt precise definitions of such terms as "adequate" or establish specific requirements regarding standards for admission or retention. The discussion does, however, draw on the experience of institutions in designing and implementing policies and procedures that are responsive to the standards.

Standard 1

> The institution has articulated a statement of its mission or goals, and the mission or goals include and are consistent with the sponsoring of teacher education programs.

Standard 1 requires presentation of an institutional statement of purpose consistent with the range of approved programs sponsored by the institution.

The standard refers to the institution as a whole, not a single administrative unit such as a department or college of education. The standard does not require that teacher education be the primary purpose of an institution or that it be assigned a higher priority than other aspects of the institution's programming.

Previously recognized institutions all have a history demonstrating commitment to teacher education; an institution not previously recognized but seeking recognition may need to show how its mission has been altered to demonstrate commitment to such efforts. In addition, already recognized institutions sometimes undertake expansion or contraction of various kinds of programs, including those in teacher education, which may impact simultaneously on an institution's goals and its commitment to teacher education.

Areas of Inquiry:

1. How is the institution's statement of mission or goals related to teacher education?

2. If one or more units within the institution are assigned direct responsibility for teacher education, have they developed mission statements or goals consistent with the institutional statement?

3. Is the institutional mission supportive of, and consistent with, sponsoring teacher education programs?

4. Have there been identifiable changes in the mission or goals of the institution in the past few years or initiatives undertaken that have affected one or more teacher education programs?

Resources:

1. Reports previously prepared for voluntary accrediting agencies;

2. Minutes of Boards of Trustees or Governors;

3. Submissions to other state agencies, e.g., Illinois Board of Higher Education;

4. Institutional catalog.

Standard 2

> The institution evidences continuing availability and commitment of fiscal, human, and other resources adequate to conduct approved teacher education programs.

Standard 2 requires that the institution be financially sound and support its commitment to teacher education through allocation of adequate fiscal and other resources to the institutional units involved in teacher education programs. The test of adequacy is whether the allocation of resources is sufficient to enable programs to meet their goals and maintain compliance with the criteria and related requirements. Adequacy of resources is not determined by comparison with other similar institutions or comparison among the department or college of education and other institutional units. The continuing availability and commitment of resources can best be demonstrated in two ways: (1) presentation of historical and projected budgetary trends; and (2) description of the system for decision making by which the institution internally allocates fiscal and human resources to support teacher education programs.

Some resources, e.g., clinical sites, are frequently not under the direct control of the institution. A showing of adequate clinical sites can be made by referring to the written agreements called for under Standard IIc. Consortial arrangements entered into in order to acquire access to resources, e.g., instructional materials, need to be described in the institution's report.

The resources referred to by the standard include, in addition to fiscal resources, full and part-time faculty, facilities, instructional and library materials, and clinical sites. They do not include such items as supported research, sabbaticals, or professional travel, unless these resources are necessary to accomplish the objectives of the program. Adequacy of these resources is determined by examining: (1) the appropriateness of the academic and professional experience of faculty to the roles assigned; (2) the availability and appropriateness of facilities in light of the kinds of programs sponsored; (3) the scope, currency, accessibility, and relevance of library and instructional materials; and (4) the appropriateness of clinical sites.

Areas of Inquiry:

1. Are the faculty associated with teacher education programs qualified by academic training and experience for the assignments they carry?

2. Are the various aspects of undergraduate programs--general education, professional education and specializations--adequately funded and supported by qualified faculty?

3. Are allocations for library and other instructional materials sufficient to keep holdings current and relevant to the programs sponsored?

4. Are fiscal projections based on realistic student enrollments, tuition revenues, and other funding sources?

5. If consortial arrangements with other institutions have been established to maximize resources, are these arrangements effective?

6. Has the institution undertaken or does it plan to undertake new initiatives that potentially will alter the level of commitment to teacher education?

Resources:

1. Faculty vitae;

2. Enrollment and fiscal data (HEGIS Reports, fiscal studies, and planning documents);

3. Written agreements with clinical sites;

4. Library and media data;

5. Reports prepared for other reviews, e.g., voluntary accreditation.

Standard 3

> The institution has developed and maintains an administrative and policy-development structure that provides the capability to undertake the coordinating, planning, and evaluative processes necessary to the conduct of teacher education programs.

Standard 3 requires that the institution develop a means of insuring adequate administration of and planning for teacher education programs. This standard requires a description of the system of responsibility for teacher education but does not stipulate any particular form of governance, nor does the standard require that the system be either independent of or integrated into other institutional administrative or governance systems. Assessment of compliance involves determining that the system maintained by the institution insures maintenance and operation of the programs as described and that the system is given sufficient jurisdiction so that it can effectively respond to issues of coordination, planning, and evaluation.

Showing of compliance can be accomplished by describing the relevant administrative structures and identifying the various decision-making processes. The standard does not require a single administrative unit or system responsible for all teacher education programs, but requires evidence showing that the functions identified in the standard are carried out. A description of how changes in programs are accomplished frequently provides a useful illustration of the process. The evaluative function of these processes will be more fully developed in response to Standard 12. Many institutions have created a committee or council comprised of representatives of various parts of the institution that are involved in teacher education; others have charged a specific college or department with primary responsibility to coordinate program administration and development, a charge usually carried out with the assistance of one or more committees. It should be noted that the term "program" refers not only to professional studies, but to all areas of study required for certification.

Areas of Inquiry:

1. What is the general administrative structure for the institution?

2. What units of this structure have responsibility for overseeing one or more approved programs, or significant parts of approved programs?

3. What are the general processes associated with the coordinating, planning, and evaluating of approved programs?

4. If the institution conducts approved programs at both the undergraduate and graduate levels, do the administrative structures differ by level?

Resources:

1. Minutes of council, committee, and departmental meetings;

2. Table of organization for college or university;

3. Examples of policies and procedures or program changes effected through administrative structures.

Standard 4

The institution presents documentation of the need for its programs which includes an analysis of the available supply of teachers in the subject-matter field and/or grade level being proposed.

Standard 4 specifies that one kind of information institutions must develop and use for administrative and planning purposes is information regarding the available supply of teachers in the subject-matter field or grade level being proposed. The intent of the standard is to assure that institutions use this data, in part, as new programs are developed, marginal programs are considered for deletion, and decisions regarding expansion, contraction, or change in existing programs are considered. The analysis of the supply of teachers may be based, in part, on national and state surveys and may include analysis of the supply in the area the institution claims to serve as well as the institution's own record of success in placing graduates (see Standard 9). This standard does not constitute a basis for denying or approving a specific program. Rather it requires that institutions possess and use data relevant to managerial decision making, particularly fiscal allocation to support programs.

Questions:

1. What sources of information about supply and demand has the institution utilized?

2. Are the data specific to the program areas sponsored by the institution?

3. What percentage of teacher education graduates are employed in public school positions?

4. How are these data used to delete or develop programs?

Resources:

1. Data developed by National Center for Educational Statistics, National Education Association, American Federation of Teachers, and national disciplinary-oriented associations;

2. ISBE supply and demand studies;

3. Institutional follow-up studies of graduates;

4. Surveys of area schools;

5. Placement and alumni office data.

Standard 5

The institution follows written procedures for admitting students to the institution and teacher preparation programs and undertakes continuous evaluation for retention in the institution and in the program. Such procedures shall minimally include the requirements set forth in Article 21-1, Qualification of Teachers, of The School Code of Illinois.

Standard 5 requires that the institution present the procedures and standards it uses in admitting candidates (1) to the institution and (2) to its teacher education programs. The standard does not stipulate the character of any procedures or standards, but does require that those used must be available in written form. The standard requires a description of the policies and procedures governing admission to the institution. At the undergraduate level, these policies usually assess high school performance, scores on standardized examinations, and recommendations or auditions. At the graduate level, such policies frequently refer to undergraduate academic performance, professional experiences, standardized examinations, and recommendations. The standard also requires that policies and procedures regarding admission to teacher education programs also be described, unless they are the same.

Standard 5 also requires that the institution undertake continuous evaluation of each candidate to determine whether the candidate will be retained in the program. This requires that the institution establish and describe the policies and procedures used to make retention decisions. The standard does not stipulate the character of these policies, except that their requirements must include those related to citizenship, age, good health, and good character as established in Article 21-1 of The School Code of Illinois.

The standards used for decisions regarding retention frequently include (1) grade point averages calculated for overall performance, for performance in a major or specialization, and/or for performance in professional education; (2) success, or lack of success, in clinical experiences; and (3) suitability for teaching as reflected in recommendations from faculty. In some cases, retention may also be based on performance as reflected in portfolios, recitals, or auditions. The intent of the standard is to insure holistic evaluation of the candidate's performance and potential as a beginning professional, a process that frequently will involve both objective and subjective professional assessments. It is assumed by the standard that these assessments will be continuous, made on the basis of announced standards, documented, and shared with candidates. The Handbook for Implementing Clinical Experiences provides advice and recommendations regarding processes for evaluating various aspects of clinical experiences.

In responding to this standard, the institution should present the general policies and procedures regarding admission and retention. In institutions sponsoring several kinds of programs, there may be requirements related both to admission and retention that are unique to a particular program. These unique requirements (e.g., demonstrating oral proficiency in a foreign language) should be described under Criterion 7 in the report concerning that program.

As noted above, some aspects of retention decision making are unavoidably subjective in character and, therefore, potentially disputable and perhaps damaging to the candidate. Institutions frequently establish processes, e.g., committee reviews, that are designed to prevent basing retention decisions on biased and unsubstantiated judgments. The provisions of Standards 7 and 8 are designed to insure elimination of certain biases in such decisions and to provide the candidate the means to seek redress for adverse decisions based on bias and unsubstantiated judgments.

Areas of Inquiry:

1. What are the policies and procedures governing admission to the institution, including both the undergraduate and graduate levels where relevant?

2. What are the policies and procedures governing admission to specific kinds of teacher education programs--elementary, secondary, administrative, school service personnel?

3. How is the performance of candidates assessed as they progress through the program? Is assessment continuous? What are the major evaluation points?

4. Are the standards used to determine retention clearly stated? Do they include the areas stated in Article 22-1? Do the standards encompass both academic and practical performance?

5. Are retention decisions based on written records regarding candidate performance? Are those responsible for evaluations at various points in the programs identified?

Resources:

1. Institutional catalog;

2. Student handbooks (including student teaching handbook);

3. Minutes of relevant committees, councils, or departments;

4. Student records and forms;

5. Responses to Criterion 7 in program reports.

Standard 6

> The institution has established and implemented procedures for assessing the candidate's abilities acquired prior to admission to the program and for planning the candidate's program in light of that assessment. A candidate evidencing appropriate or required knowledge, skills, and attitudes may qualify for advanced placement or credit by successfully completing appropriate examinations or other assessment procedures as presented by a recognized institution.

The intent of Standard 6 is to insure that institutions recognize the relevant prior education and experience possessed by an applicant or candidate and to insure that institutions do not require that candidates complete redundant educational experiences. The policies required by this standard are basically of two kinds: (1) those regarding transfer of work from other institutions, and (2) those regarding prior experience or demonstrated proficiency in one or more components of the program.

Institutions should report the procedures and standards used in assessing previous education presented by an applicant for transfer, whether from community colleges or other undergraduate institutions, or graduate institutions, if applicable. This process should be designed to establish whether the previous work presented is equivalent in character and scope to the work required in the program to be pursued by the candidate. As much as possible, these assessments must be based on the merits of the work presented and not on the reputation of institutions previously attended, or on an exact or precise congruence between course titles and descriptions or course levels. The test to be used is the extent to which previous education meets the intent of relevant aspects of the institution's programs. Problems specific to the area of clinical experiences should be resolved in the same way as in the case of transfer of coursework.

The standard also requires institutions to recognize that applicants and candidates may have acquired relevant background and proficiency in some areas of programs through experience and informal education. The standard provides that the institution may use appropriate examinations or other assessment procedures to determine whether an applicant has the background required in one or more components of a program. In addition to examinations, institutions have successfully developed assessment procedures that utilize review of portfolios, verification of experience, and assessment of practical performance under clinical supervision.

Areas of Inquiry:

1. What are the policies and procedures regarding the transfer of work from other institutions?

2. What kinds of examinations or other assessment procedures are used to assess experience or informally acquired skills and knowledge relevant to the program?

3. Are the policies and procedures regarding assessment of prior education and experience "reasonable" with respect to determining equivalence with components in programs?

Resources:

1. Institutional catalog;

2. Student handbooks;

3. Policies and procedures followed by registrar and admissions personnel, relevant departments, and colleges;

4. Student records.

Standard 7

> The institution has not established and does not follow policies or procedures that intentionally or unintentionally discriminate on the basis of race, color, national origin, or irrelevant physical conditions. A coeducational institution has not established or does not follow policies or procedures that intentionally or unintentionally discriminate on the basis of sex.

Standard 7 prohibits an institution from establishing or following "policies or procedures that intentionally or unintentionally discriminate on the basis of race, color, national origin, or irrelevant physical conditions." Coeducational institutions are prohibited from following "policies or procedures that intentionally or unintentionally discriminate on the basis of sex." This standard is one of six standards which "require evidence that the institution has established criteria for admission, retention and recommendation for certification" which "must be neutral with respect to personal characteristics or background that are irrelevant to successful completion of a program and anticipated success in a certificated role in Illinois public schools." The scope of Standard 7 is limited to institutional behavior regarding treatment of students enrolled in programs leading to teaching, administrative, and school service personnel certificates. Standard 7, like the other standards, applies to the institution, not only to the college or department of education.

The standard specifically requires that an institution has not established and does not follow discriminatory policies or procedures. Application of the standard requires assessment of written and informal policies and procedures and their implementation, which affect teacher education candidates. Assessment of compliance requires attention both to the character of existing policies and procedures as well as to their effect. Several areas of institutional behavior come under examination in review of compliance with Standard 7: recruitment and admission (Standard 5), assessment of students before and during enrollment in the program (Standards 5 and 6), advising (Standard 9), recommendation for certification (Standard 10), and placement in clinical experiences (Standard 11). An institution will be found in noncompliance with Standard 7 on any of the following grounds: (1) policies or procedures in the areas listed above which are potentially discriminatory on their face; (2) policies or procedures in these areas are nonexistent, ambiguous, or inconsistent; or (3) the effect of the implementation of any policies or procedures is discriminatory, except when the policies and procedures are shown to be neutral with respect to prohibited grounds of discrimination.

Institutions should include in their institutional reports (1) statements of all policies and procedures relevant to Standard 7 and (2) data regarding the impact of these policies and procedures. The data regarding impact of policies and procedures must clearly distinguish teacher education candidates from other students and, where appropriate, should include graduate students (e.g., school psychology and administration) as well as undergraduates. Because Standard 7 encompasses policies and procedures required under other standards, particularly Standards 5-10,

institutions may elect at their convenience to incorporate matters related to Standard 7 in responses to these other standards. The response to Standard 7 should contain reference to any relevant material presented elsewhere in the institutional report.

Areas of Inquiry:

1. Are the policies followed in the areas of recruitment, admission, and provision of financial aid clearly stated and neutral with respect to personal characteristics and background? Do these policies have a nondiscriminatory effect?

2. Are the criteria for retention in and completion of teacher education programs clearly stated and neutral with respect to personal characteristics and background? Are they non-discriminatory in effect?

3. Are the procedures and conduct of advising and placement clearly and neutrally stated? Are they nondiscriminatory in effect?

4. Is placement of candidates in clinical experience settings carried out in accord with neutral policies? Are these policies implemented in a nondiscriminatory fashion?

5. Does the institution assure that candidates have access, on a non-discriminatory basis, to courses, clinical experience settings, counseling, and any other regularly provided or required activity having a direct bearing on the candidate's being recommended for certification or for employment?

6. Does the institution operate services for teacher education candidates (recruitment, financial aid, academic and other counseling) that are designed to insure the nondiscriminatory character and effect of the policies and procedures referred to in Standard 7?

Resources:

1. Data regarding the race, ethnic background, and sex of candidates enrolled in teacher education programs and the institution (see Table II in annual IBHE Higher Education Data Book);

2. Data regarding graduates of teacher education programs by race, ethnic background and sex;

3. Institutional policies and description of results regarding efforts to recruit students from historically underrepresented populations;

4. Institutional policies and descriptions of results of efforts to provide student services, including financial aid, on a racially, ethnically, and sexually nondiscriminatory basis;

5. Data regarding placements in clinical sites.

Standard 8

The institution provides teacher education candidates with a written copy of students' responsibilities, rights, and procedures for enforcing those responsibilities and rights. Causes for grievances shall include, but not be limited to, arbitrary or capricious institutional behavior in regard to:

a. Admission to a teacher education program;

b. Admission to the student teaching program or other clinical experience;

c. Dismissal from the institution or the teacher education program, including clinical or student teaching experiences;

d. Evaluation of the candidate's performance in courses, clinical or student teaching settings, or any other regularly provided or required activity having a direct bearing on the candidate's being recommended for certification or for employment; or

e. Failure to recommend the candidate for certification, when required, in a timely fashion.

Such procedures shall allow students to be represented by an attorney.

This standard recognizes that in assessing candidates, institutions act under authority granted by the State of Illinois and are therefore obligated to insure that their actions are not arbitrary and capricious. Standard 8 is designed to insure that candidates are fully informed of the policies, procedures, and requirements to which they are subject as well as to provide them with the means to seek redress for potentially arbitrary decisions adversely affecting them. While the standard requires the existence of such a means for teacher education candidates, institutions have frequently established more comprehensive student grievance procedures that either meet the requirements of the standard or can be easily modified to do so. This standard, as all other standards, applies to the institution and is not limited to the college or department of education. The grievance procedure must be structured to allow grievances to emerge concerning any part of a teacher education program and must encompass not only judgments characterized as academic, but also judgments regarding nonacademic components of the program or performance of the candidate, e.g., judgments regarding "good character," emotional stability, etc. The standard unequivocally requires that candidates be allowed to elect representation during these procedures by an attorney.

Areas of Inquiry:

1. What are the procedures by which candidates are informed of the requirements, policies, and procedures to which they are subject? Is the information which is provided full and complete?

2. Are students systematically informed of their right to seek redress for potentially arbitrary decisions directly affecting them?

3. Do records regarding the disposition of grievances indicate that the announced procedures are followed and that the decisions reached are in accord with institutional policies and standards?

Resources:

1. Student handbook, catalog and brochures;

2. Records associated with grievances filed by candidates.

Standard 9

> The institution provides evidence of systematic advising or counseling services designed to identify potential teacher education candidates and to provide advice and counsel to those considering enrolling or already admitted into teacher education programs. Such advising will provide reliable information based on the institution's past experience concerning prospects for employment in the candidate's chosen field.

This standard requires that the institution, not only the college or department of education, present evidence that it has created and maintains a system for advising teacher education candidates. The standard specifically requires that this system be designed to serve both potential candidates as well as those already enrolled in programs. The advising system contemplated by this standard includes the means by which students are informed of the relevant policies, procedures, and requirements encompassed under Standards 5, 6, 7 and 8, as well as information regarding the institution's record in successfully placing graduates of programs. Thus, the advising system, whatever its specific design, is assessed to determine whether it conveys to candidates information necessary to consider teaching as a career, the requirements of specific programs of interest to a potential candidate, and the requirements of the program a candidate is enrolled in, as well as resources available to the candidate to facilitate completion of the program. In undergraduate programs, it is frequently necessary for institutions to supplement institution-wide advising systems in order to adequately serve potential and declared teacher education candidates. This supplementary action often takes the form of handbooks prepared for potential and declared candidates, specific training for advisers, and institution-wide committees designed to insure needed communication.

Areas of Inquiry:

1. What are the components of the advising system and how are they related?

2. Who is responsible for advising?

3. Does the advising system encompass all elements of the institution involved in teacher education?

4. How are those involved in the advising process kept informed regarding program requirements, placement of graduates, and relevant policies and procedures?

5. Are students made aware of their prospects for employment upon completion of the program?

Resources:

1. Institutional catalog;

2. Student handbooks;

3. Policies and procedures of department or college of education, student service office, and other relevant departments or colleges;

4. Actions of relevant committees or councils and records of advising and placement offices.

Standard 10

The institution has established written procedures and criteria for determining whether a candidate will be recommended for certification by entitlement.

This standard requires that the institution, not only the department or college of education, follow written procedures in determining whether a candidate will be recommended for certification. The standard also requires that the criteria used for determining whether the recommendation will be granted exist in written form. This standard encompasses all programs, whether graduate or undergraduate or whether solely under the jurisdiction of the college or department of education, under shared jurisdiction with another institutional entity, or under the jurisdiction of a unit other than the education department or college.

The institution must present a description of how the determinations involved in deciding to recommend or not to recommend a candidate are reached. This description should include the various officials or committees and their roles in this process, as well as the major criteria used. This description might center on the role of the certification officer and the sources of information used to determine when a candidate can be recommended.

Areas of Inquiry:

1. Does a written statement of the procedures regarding entitlement exist?

2.. Does a written statement of the criteria for determining that a candidate has completed the appropriate approved program(s) exist?

Resources:

1. Student files;

2. Student evaluation forms;

3. Published statements of policy, procedures and criteria in catalogs, handbooks, etc.

Standard 11

The institution provides, under its control or by contractual arrangement with other approved postsecondary institutions, programs offering balanced and interrelated learning experiences.

a. In the humanities, social sciences, and the natural sciences;

b. In a subject area(s) taught in Illinois public schools or necessary for preparation to assume supervisory, school service, or administrative roles in Illinois public schools; and

c. In professional studies and experiences, including clinical experiences in school or community settings throughout the preparation period.

(1) Institutions must enter into written agreements with authorities in charge of clinical sites. These agreements must describe the responsibilities of the candidate, the institution, and the clinical site.

(2) All clinical experiences must be supervised by qualified personnel.

(3) Student teaching must be conducted under close and competent supervision. The institution must insure that the system of supervision generates enough valid documentation and evidence that a decision regarding a candidate's success, or lack of success, can be made and defended.

Standard 11 seeks to insure that the institution provides all the components of instruction necessary to prepare candidates for certificates. The standard permits the institution to utilize resources of other approved postsecondary institutions to provide some components of instruction if done under contractual arrangements.

Standard 11a requires program offerings in the area of general education, if the institution prepares candidates for teaching certificates; if the institution prepares only candidates for the administrative or school service personnel certificates, this part of Standard 11 does not apply. Standard 11b requires that the institution provide instruction in school-related subject matter, school service or administrative areas, depending on the programs sponsored or sought by the institution. This part of Standard 11 derives directly from one of the eligibility requirements for institutional recognition: The institution must sponsor at least one approved teacher education program. Standard 11c requires that the

institution provide the necessary and appropriate professional studies which vary by certificate and endorsement area. Clinical experiences are required in each approved program; a significant portion of such experiences must occur in public schools in settings appropriate to the certificate and endorsement to which the program leads and must be of sufficient duration to familiarize the candidate with the appropriate role while enabling the institution to evaluate adequately the practical performance of the candidate. The requirement that such experiences occur "throughout the preparation period" is designed to insure that clinical experiences can achieve several purposes: (1) assist candidates in assessing career choices; (2) acquire practical skills; and (3) enable ongoing evaluation of the candidate. Specific requirements and recommendations regarding clinical experiences in programs leading to teaching certificates are contained in A Handbook for Implementing Clinical Experiences. Guidelines and recommendations for some components of school service personnel programs are available from the Pupil Personnel Services section of the ISBE.

Standard 11 requires that the programs sponsored by an institution offer "balanced and interrelated learning experiences." This aspect of Standard 11 is related to Criteria 1 and 2, which call for, respectively, programs that prepare candidates to "perform effectively" and that are responsive to "public school needs." It also refers to the concept of program implicit in the Criteria: a structured sequence of learning activities and experiences designed to lead to a specific certificate and endorsement. That is, the requirement of balance and interrelationship among the learning experiences derives from the premise that preparation programs ought not to represent a mere aggregate of stated courses or clinical experiences, but ought to consist of academic and practical experiences that are integrated, cohesive, and sequential and that the various components of the program should be proportioned in response to the kind of preparation a specific role requires.

Areas of Inquiry:

1. Does the institution provide the instruction necessary for the kinds of programs it sponsors or seeks to sponsor?

2. What evidence is there that the institution has developed programs evidencing balance and interrelatedness among the program components?

3. Does the institution require as a matter of policy that all programs contain necessary clinical experiences?

Resources:

1. Institutional catalog;

2. Student handbooks;

3. Committee, council and faculty minutes, position papers, etc.;

4. Results of evaluation;

5. Student records;

6. Responses in program reports to Criteria 1, 2, 5, and 7.

Standard 12

> The institution has established a continuous process for the evaluation of its teacher education programs and graduates. Evidence that the results of this evaluation, together with consultation with school personnel and community persons and groups, are used in the development of new programs or modification of existing programs shall be presented.

The institution is required to evaluate its teacher education programs and graduates. While the institution is responsible for this evaluation, the standard does not indicate how this responsibility might be delegated within the institution. Some institutions establish a policy regarding evaluation with which each program area must abide as it evaluates the program and graduates. Other institutions place primary responsibility on the college or department of education. Still other institutions charge the alumni office or office of institutional research with full or partial responsibility for this task.

The standard assumes that institutions will use a variety of means to evaluate programs, but stipulates that one aspect of the evaluation process must involve "evaluation of graduates." To accomplish this end, institutions have used a number of strategies. In some instances, they collect data about the success graduates have realized in the education professions; in others, graduates are asked to evaluate their own preparation and performance and particularly to identify what they perceive as weaknesses in their preparation and performances; in still others, institutions have sought evaluative data about graduates from supervisors and employers. The standard does not require any particular strategy for gathering this data, though many institutions rely on survey instruments and others on telephone interviews and visits to the workplace of the graduate.

The standard requires not only that the evaluation be done, but that it be done in consultation with school personnel (see Criterion 3) and community persons and that the results be used as a means of modifying existing programs or developing new programs. Thus, the institution is obligated to demonstrate the uses made of the evaluation data and report resulting changes in programs. It should be noted that the standard does not assume that evaluation will inevitably lead either to program modification or new programs; there are instances in which programs are doing all that can be expected of them.

The standard requires that evaluation of programs and graduates be continuous. This requirement is interpreted to mean that formal evaluations must occur at stated and regular intervals, e.g., every other year, every three years, etc.

Areas of Inquiry:

1. Has the institution developed a policy regarding the evaluation of teacher education? What are its features regarding when evaluations will be done, who is responsible for evaluations, and the character of evaluations? Does the policy stipulate that the process must include evaluation of graduates?

2. What evidence demonstrates that evaluations have been conducted over the past five years?

3. What is the general character of the findings of evaluations that have been conducted?

4. What use has been made of these findings?

Resources:

1. Reports of evaluations;

2. Curriculum committee or council minutes;

3. Course syllabi;

4. Program requirements.

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A GUIDE TO PREPARING REPORTS RESPONDING
TO CRITERIA USED TO APPROVE
ILLINOIS TEACHER EDUCATION PROGRAMS

CRITERIA:

The criteria discussed below are applied to all programs leading to any certificate: Early Childhood, Elementary, High School, Special, School Service Personnel, and Administrative. The criteria are therefore stated generally and do not establish detailed requirements for every kind of program. At the same time, the Manual of Procedures describes institutional responsibilities as follows:

> The recommendation of recognized institutions that a candidate be certificated is accepted. . .as verification that the candidate has satisfactorily completed all requirements of the certification statutes and relevant rules and regulations and has successfully completed an approved program leading to the certification and endorsement for which the candidate is recommended (p. 1).

It is therefore assumed that programs are developed and conducted in accordance with the relevant statutes contained in The School Code of Illinois, Rules and Regulations to Govern the Certification of Teachers, State Board of Education Document No. 1, and other rules and regulations relevant to the area in which a program provides preparation.

The criteria have been developed to be applicable to all kinds of preparation areas for three basic reasons: (1) to provide institutions the opportunity to develop programs of as high quality as possible in light of the unique set of resources available to the institution; (2) to provide the flexibility necessary to enable development of innovative programs and to maintain and encourage diversity among programs sponsored by Illinois institutions; and (3) to insure that programs remain dynamically responsive to public school needs.

The following discussion of the criteria is intended to provide a description of the rationale and intent of each criterion and to suggest the kinds of evidence institutions should present to demonstrate that a program complies with a criterion. It should be noted, however, that because of the variety of programs to which the criteria are applied and because of the desirability of diversity among programs, the discussion of the criteria does not establish quantative benchmarks for use in judging compliance. Rather, the discussion centers on the considerations and logic used in judging compliance.

As noted above, the criteria are applied to programs. A program, according to the Manual of Procedures, is a "structured sequence of learning activities and experiences that is designed to lead to a specific certificate and endorsement." Thus, in the case of programs leading to a teaching certificate, the program includes general and professional education as well as the specialization. In the case of programs at the graduate level, the programs may include undergraduate education as well as specific experiential requirements.

The following chart is designed to summarize the meaning of the criteria and to display their interrelationships:

CRITERIA

Responsiveness to Role and Public School Needs	Sources of Information for Response to Criteria 1 & 2	Intent of Program	Design of Program	Evaluation: Individual	Evaluation: Program	Continued Development	Resources	Graduates
Criteria 1 & 2	Criterion 3	Criterion 4	Criteria 5 & 6	Criterion 7	Criterion 8	Criterion 9	Criterion 10	Criterion 11
What preparation is necessary for the candidate to: (1) perform effectively in the role; and (2) Meet the needs of public schools in the area of preparation?	How was information for response to Criteria 1 & 2 developed? Did this information emerge in part from interaction between school personnel and institutional representatives?	Are the intent and objectives for the program consistent with response to Criteria 1 & 2? Do [illegible] statements enable evaluation? (Criterion 8)	Does the program include study of learning and teaching processes in ways appropriate to the role for which the candidate is being prepared? Does the program include explicit attention to the varied individual needs of public school students likely to be encountered in the role for which preparation is provided? Does the program comply with H.B. 1507	Does the program provide for systematic evaluation of the candidate's academic and practical performance in the appropriate role? Is this evaluation based on the objectives for the program? (Criterion 4)	How is the program evaluated? Is the evaluation based on the objectives identified in response to Criterion 4? Does the evaluation include follow-up of graduates?	Does the program provide preparation that enables continuation of formal professional development?	Are the following kinds of resources sufficient to support the program as described? a) faculty; b) instructional resources; c) clinical settings?	Is the number of candidates in and graduates of the program sufficient to enable evaluation of the program and to offer reasonable assurance that the program remains responsive to public school needs? (Criteria 1 & 2)

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Criteria 1 and 2

Criterion 1

> The program provides for acquisition of knowledge, attitudes, and skills necessary for effective performance in specific teaching, supervising, school service or administrative roles.

Criterion 2

> The program is a carefully planned set of experiences designed to develop the capacities and abilities that have been identified as a result of attention to public school needs.

Criteria 1 and 2 both test the program to determine whether the program provides adequate preparation for candidates to carry out effectively one or more of the certificated roles in Illinois public schools. Criterion 1 requires that the program attend to three interrelated areas of preparation: knowledge, skills, and attitudes. Further, Criterion 1 establishes a benchmark for judging the adequacy of this preparation: "effective performance" in a specific role. Criterion 2 specifically tests the relationship between the program and the development of "capacities and skills that have been identified as a result of attention to public school needs."

Both Criteria 1 and 2 seek to insure the "job-relatedness" of the program, to insure a clear and manifest relationship between the program and the responsibilities associated with the position(s) for which the program prepares personnel. These Criteria are designed to acknowledge that public school programs and utilization of personnel are dynamic and, therefore, to assure that preparatory programs remain dynamic and responsive to changes in public schools. These criteria, then, require the institution to describe the public school role(s) for which a program prepares candidates and to demonstrate how the components of the program respond to this description.

As a result of identifying the preparation necessary for "effective performance" and meeting "public school needs," institutions frequently find that program requirements exceed the minimal requirements described in the Rules and Regulations to Govern the Certification of Teachers and other state requirements related to the qualifications of personnel. In any case, the basis for required work in a program should be evident in the response to Criteria 1 and 2.

Assessment of a program's compliance with Criteria 1 and 2 involves testing the program against information from three sources: (1) statutory and regulatory requirements; (2) the scope and validity of a certificate or endorsement; and (3) the elements common to the relevant role(s) in Illinois public schools as well as variations in that role(s).

I. The program must meet statutory and regulatory requirements:

   a. Each of the certificates, as well as some endorsements, is established by statute and includes basic requirements, including matters such as required degrees, semester hours of work in specific areas, and experience requirements.

b. Document I establishes, through rules and regulations, qualifications, including the kinds of certificates and endorsements necessary to perform in various roles as well as specific educational background to teach in specific areas.

c. In some areas, e.g., special education and vocational education, rules and regulations have been established regarding the qualifications of personnel.

d. For each certificate, and for many endorsement areas, minimal certification requirements have been established.

II. The program must respond to the scope and validity of the certificate or endorsement:

The scope and validity of each certificate, and in some cases for endorsements, are established by statute or regulations. The scope and validity of the certificate include, depending on the certificate or endorsement, the grade levels or age groups, subject matter areas or populations, and the kinds of services or positions for which the certificate is valid. Criterion 2 requires the program to demonstrate responsiveness to these characteristics of the certificate or endorsement.

III. The program must address elements common to, and variations in, roles associated with a certificate or endorsement:

a. As the result of statutes, rules and regulations, and tradition, virtually every certificated role or area in Illinois public schools has identifiable common elements. All school superintendents report to school boards, elementary teachers provide reading and mathematics instruction, history teachers teach U. S. history, school psychologists administer and interpret a variety of tests. Criterion 2 requires the program to address these commonalities.

b. Criterion 2 also requires attention to variations within these roles and permits programs to emphasize specific kinds of variations. These variations might be illustrated as follows:

1) While all superintendents report to school boards, the size of districts as well as other considerations leads to considerable variations, for instance, in the character of the superintendent's role in the management of the district.

2) Mathematics teachers may be assigned classes in the area of mathematics ranging from remedial mathematics to calculus.

3) School psychologists in particular instances may have assignments ranging from working exclusively as a psychometrician to working as a therapist.

4) Elementary teachers may serve as instructors in self-contained or "open" classrooms or as subject-matter specialists in a departmentalized school.

5) Specialists in virtually any area may be assigned instructional duties in the area for which they are qualified or may function principally in a consultant role to classroom teachers.

c. Assessment of compliance with Criterion 2 also requires attention to emerging needs or changes in school curriculum and organization. Criterion 2, thus, seeks to insure both that personnel prepared by a program are capable of functioning in the role or area as it is commonly and presently found in Illinois public schools and that the program be responsive to identifiable and probable changes in the role or area for which the program prepares personnel.

Areas of Inquiry:

1. Does the response to Criteria 1 and 2 describe the character of the role for which the program prepares candidates?

2. Does the response to Criteria 1 and 2 indicate what the institution believes to be necessary for "effective performance"?

3. Are the relationships among the description of the role, the preparation necessary for "effective performance," and the components of the program rendered explicit?

Resources:

1. Certification requirements, relevant statutes and rules and regulations (e.g., those governing qualifications of personnel such as Document I, rules for special education, vocational education, etc.);

2. Studies and surveys conducted by the Illinois State Board of Education, colleges and universities, professional associations;

3. Data from evaluation of programs (see program responses to Criterion 8);

4. Information provided by advisory committees and other mechanisms designed to insure compliance with Criterion 3 (see below);

5. Catalogs and student handbooks;

6. Guidelines developed by relevant professional associations.

Criterion 3

> The program provides evidence that its faculties have the opportunity to participate directly in elementary and secondary school programs or community service programs and that educational personnel working in the elementary and secondary schools have opportunity to participate directly in the program in a role other than that of a student.

Criterion 3 requires that the responses to Criteria 1 and 2 incorporate information and considerations that emerge from interaction between institutional representatives and practicing public school personnel. Since "program" as used in this context includes all required academic work and experience necessary to achieve certification (e.g., in the case of teachers, general and professional education as well as specialization), the interaction between institutional and public school personnel must be structured to enable consideration of all aspects of the program.

The criterion prescribes no specific format for structuring this interaction. Programs meet this criterion wholly, or in part, through the following kinds of structures: (a) advisory committees; (b) compilation of perceptions of cooperating personnel supervising clinical experiences about the adequacy of preparation of candidates; (c) systematically utilizing practitioners as adjunct or part-time faculty; (d) conducting surveys in which practitioners are invited to comment on the adequacy of the program; (e) faculty exchanges between institutions and public schools. Participation by institutional representatives has ranged from conducting research directly related to the preparation program, to consultation, faculty exchange, and supervision of candidates in clinical experiences.

Some of these strategies are more comprehensive and ongoing than others; in some cases, well-organized advisory committees may, in fact, enable compliance, but most institutions use a number of such strategies. Documentation concerning these kinds of activities should be maintained by the institution, not only for purposes of state reviews, but to insure that the information generated is fed into and used in the curriculum development process.

Areas of Inquiry:

1. Does the response to this Criterion demonstrate that interaction between school personnel and institutional representatives represents one source of information regarding "public school needs" and preparation necessary for "effective performance"?

2. Does the response describe the strategies used to maintain interaction?

3. Is there any evidence that this interaction has led to consideration of program changes?

Resources:

1. Minutes and other documents describing work of any advisory committee;

2. Minutes of departmental or program committee meetings;

3. Reports of surveys of practitioners' view of program;

4. Anecdotal records recording interviews, conferences, and correspondence.

Criterion 4:

The program has a rationale and related set of objectives which describe the intent of the program and which enable evaluation of it.

Criterion 4 is directly related to the first three criteria. Criterion 4 requires the presentation of a rationale and a related set of objectives for the program that must bear a clear relationship to public school needs and knowledge, skills, and attitudes described in response to Criteria 1 and 2. The objectives and intent of the program may also be responsive to concerns and issues beyond the areas identified under Criteria 1 and 2.

The Criterion calls for both a rationale and a set of objectives. The rationale for the program represents a summary of the information presented under Criteria 1 and 2 together with statements of additional aims that the program may have. The objectives represent a more precise statement of the program's aims, which, in the case of programs leading to teaching certificates, ought to respond to general education, professional education, and academic specialization. The statement of objectives may take a variety of forms; as the preface to the Manual of Procedures notes, the use of the term "objective" is "not intended to suggest that institutions are expected to use behavioral formats or terminology for reporting information." The test used to determine the acceptability of a set of objectives is two-fold: (1) do the objectives, however stated, embrace or account for all components of the program; and (2) are the objectives stated clearly enough that evaluation of the program's success is a reasonable expectation?

In reviewing programs, the response to Criterion 4 is examined to determine that there is a consistent relationship (1) between it and the response to Criteria 1 and 2; (2) between it and the strategies for evaluation; and (3) between it and the program components. Instances have occurred in which the objectives fail to reflect areas identified in response to Criteria 1 and 2, and at other times, programs do not require work related to one or more of the program objectives.

As this discussion of Criterion 4 suggests, the response to Criterion 4 represents a major means by which a program displays consistency among its various aspects.

Areas of Inquiry:

1. Does the response to Criterion 4 provide a clear statement of the purpose and intent of the program?

2. Is the response to Criterion 4 sufficiently specific that evaluation of the program permits conclusions about whether the purpose of the program is achieved?

3. Do the objectives and rationale implicitly require instruction or experience that is not contained by requirement in the program?

4. Do the rationale and objectives manifest a clear relationship to the response to Criteria 1 and 2?

5. Have the rationale and objectives been used to formulate specific courses or program components and individual student programs in the past five years?

Resources:

1. Student handbook designed for program;

2. Course syllabi;

3. Minutes, reports, and position papers prepared for department or program or curriculum committees;

4. Catalog statements about purposes of program;

5. Written objectives for program and courses.

Criterion 5:

> The program includes study of theoretical formulations of learning processes and their pedagogical implications, with emphasis on those implications for the candidate's specialization.

Criterion 5 recognizes that regardless of the role for which the program prepares candidates, teaching and learning are paramount in the mission of public schools. Thus, the Criterion requires that any program leading to a certificate include development of understandings about both learning and teaching. The Criterion does not require courses in areas such as educational psychology, learning theories, human growth and development or methodology. The Criterion does require, however, that the content conventionally included in such courses be addressed in programs leading to teaching certificates. In the case of programs leading to the School Service Personnel and Administrative certificates, the required work in the program must insure study of learning theory and the implications of this

theory for the specific role associated with the program. In the case of School Social Work programs, for instance, a component of the program should focus on how social and other environmental factors confronted by a child may interfere with learning.

The Criterion clearly assumes a direct relationship between learning and teaching. Thus, the response to Criterion 5 should explicitly show how the study of teaching methodology, supervision techniques, and consultation activities is based on learning theory. The Criterion does not advocate any specific perspective regarding how learning occurs, e.g., developmental or behavioral. The diversity of public school practice does suggest that the program should provide an awareness of the major views in this area, explore their implications for methodology, and may place more emphasis on one view than on others.

The work that addresses the part of the Criterion calling for study of the pedagogical implications of learning processes with emphasis on those implications for the candidate's specialization represents, in most cases, the work which brings together professional and academic study and frequently represents an opportunity for the candidate to begin assuming major instructional or instruction-related responsibilities in clinical experience.

Areas of Inquiry:

1. Where in the program is study of learning processes required?

2. Where in the program are the pedagogical implications of learning theory addressed?

3. Is the relationship between the study of learning theory and the pedagogical implications of learning theory clear?

4. How is the study of learning theory and pedagogical implications related to the candidate's specialization?

Resources:

1. Catalog course descriptions;

2. Student handbooks;

3. Course syllabi;

4. Reports and records prepared by cooperating personnel.

Criterion 6:

The program provides learning experiences enabling the candidate to become aware of and responsive to the varied educational needs of students.

Meeting the varied educational needs of students has generally been considered a major mission of the public schools. However, this mission has been elevated to greater prominence in recent years due to mandates of state and federal legislation. Criterion 6 addresses the need for persons preparing for professional positions in the public schools to not only be made aware of educational pluralism, but also to have learning experiences that will help them cope with the role that they will assume in meeting this expanding school responsibility. While such awareness and learning experiences may be limited to only one aspect of the program, almost all program components can be designated to address varied educational needs of public school students arising from cultural differences, physical handicaps and a wide range of mental abilities. While no one program can expect to provide in-depth study concerning "all the varied educational needs of students," programs should assist all candidates to be aware of and prepared to respond--at least minimally--to the impact of federal and state mandates and programs affecting the public school classrooms. There should be an obvious relationship between institutional efforts to meet Criterion 6 requirements and the requirements in Criteria 1, 2, and 5.

When describing programs leading to teaching certificates, the response to Criterion 6 should include a narrative concerning those program components that respond to the state law requiring study of exceptional students (H.B. 150). In the case of school service personnel and administration programs, the response should identify those program components which assist the candidate in learning how the execution of the role to which the program leads can be undertaken so as to promote the learning of exceptional students. In addition to exceptionalities usually encompassed by the term "special education," the response to Criterion 6 should demonstrate how the program also addresses other kinds of differences, such as linguistic and cultural, among students.

Areas of Inquiry:

1. Does the response to Criterion 6 show that the program is designed with an awareness of the varied educational needs of public school students?

2. In the case of programs leading to teaching certificates, does the response demonstrate that the program contains work in the areas of the psychology of exceptional children, the identification of exceptional children (including the learning disabled) and methods of teaching exceptional children (including the learning disabled)?

3. In programs leading to the school service personnel and administrative certificates, is work required that assists candidates in becoming aware of and responsive to the implications of their future role for educating exceptional children?

4. Does the response to Criterion 6 demonstrate an awareness of educational needs displayed by public school students having a source other than exceptionalities? How does the program prepare candidates to respond to these needs?

Resources:

1. Course syllabi;

2. Catalog course descriptions;

3. Student handbook;

4. Reports and records prepared by institutional and cooperating personnel regarding performance in clinical experiences;

5. Documents concerning program changes made to respond to student exceptionalities and differences.

Criterion 7

> The program provides systematic procedures for evaluating the candidate's ability to teach, supervise, or administer.

Criterion 7 requires demonstration that the program systematically evaluates the performance of candidates--both academic and practical. The response to the Criterion must include a description of the procedures for assessing whether a candidate is progressing sufficiently in academic areas and for assessing whether the candidate displays the potential necessary to "perform effectively" (see Criterion 1). In order to describe these procedures, it is necessary that the standards for assessment be presented, as well as the arrangements made to carry out the assessments. The Handbook for Implementing Clinical Experiences contains detailed requirements and recommendations concerning the development of procedures regarding assessment of practical performance in programs leading to teaching certificates. These requirements and recommendations can fairly easily be applied to other kinds of programs.

The response to this criterion should describe as well the major points at which evaluation occurs--from entry through completion--and the standards used at each point. This evaluation process may vary from program to program. For instance, in programs preparing teachers of French, the program will assess oral and written performance in French, while in music, the evaluation will include keyboard performance. In many cases, the evaluation process will be standard across several similar programs, e.g., secondary programs in chemistry, physics, and biology.

Areas of Inquiry:

1. What system has been established to enable the institution to make reliable judgments about the candidate's ability to teach, supervise or administer?

2. What types of clinical experience (including student teaching) are required? How are they designed, supervised, and evaluated?

3. How is the individual candidate evaluated in both academic and practical settings? Are the criteria used for evaluating individual performance based on the objectives and rationale for the program (Criterion 4)?

Resources:

1. Student handbook;

2. Handbooks or guides for cooperating personnel;

3. Statements of standards used for admitting students to program and to clinical experiences (including student teaching or other forms of internships);

4. Statements of standards and evaluation forms used in assessing practical performance;

5. Records of student performance, both academic and practical.

Criterion 8

> The program provides for continuous evaluation, including evaluation of current students and graduates, and for program modifications based on evaluation.

Criterion 8 requires that each program be evaluated. Compliance with this criterion is facilitated by compliance with Criterion 4, since the statement of objectives and intent of the program provides direction for program evaluation. Compliance with Criterion 7 provides data regarding the success of candidates for the program useful in evaluating the program. Criterion 8, however, also explicitly requires that the evaluation of the program include follow-up of graduates. Follow-up of graduates is accomplished in several ways: (1) group interviews with graduates; (2) use of survey instruments distributed to graduates; (3) telephone interviews; (4) survey instruments distributed to employers; and (5) interviews of graduates in the schools where they are working. Whatever strategy for follow-up of graduates is used, it must be sufficiently formal to enable the generation and collection of information in a form that can be used to evaluate and modify programs in systematic fashion. In addition to required follow-up of graduates, program evaluation almost always relies as well on the informed judgment of faculty and administrators, practitioners (see Criterion 3), outside evaluations, and a number of professional associations and voluntary accrediting groups.

The criterion requires that modification be made, if necessary, as a result of evaluation. This aspect of the criterion is designed to assure that programs are updated and remain responsive to the other criteria. It does not mean, however, that the program must be reshaped to respond to every shortcoming or desired change identified through evaluation; to do so would be virtually impossible. The perspective on these matters should be borne of common sense. When graduates of special education programs report inadequate preparation in the area of assessment, or when graduates of a secondary English program report the need for preparation in reading, changes may be imperative. But when graduates of administrative programs note they were not familiar with a specific state form or when graduates of an elementary program say they believe a course in behavior modification would be desirable, other considerations may prevent acting on this advice.

Areas of Inquiry:

1. Is the evaluation of the program related to the objectives and intent of the program as described in Criterion 4?

2. Does the evaluation system insure follow-up of graduates in such a way that the resulting information is used in evaluating and modifying the program?

3. Has the program been modified as a result of information emerging from evaluation?

4. Who is in charge of the evaluation process, and is the process continuous?

Resources:

1. Institutional studies and reports concerning graduates;

2. Results of surveys of graduates of program;

3. Course evaluations;

4. Advisory committee deliberations;

5. Minutes of faculty meetings;

6. Reports prepared by outside consultants and voluntary accrediting agencies.

Criterion 9

The program provides a sound basis for continued study and acquisition of knowledge and skills.

The program should not only prepare candidates to perform effectively as beginners in professional positions in the public schools, but should also equip them to pursue graduate studies and engage in other forms of professional development in that discipline. That is, graduates of programs should have sufficient awareness of their roles and disciplines that they can move without undue difficulty into additional aspects of their roles and disciplines. Data from follow-up studies may indicate to what extent graduates have continued to study and acquire knowledge and skills.

Areas of Inquiry:

1. Does the program provide the basis for graduate work, inservice programs, and self-evaluation efforts?

2. What evidence is there that graduates engage in professional development activites?

Resources:

1. Data from follow-up of graduates;

2. Institutional records concerning graduates' further education.

Criterion 10

> The program is supported by adequate and sufficient faculty, instructional resources, and clinical settings.

Criterion 10 insures that there are adequate resources to support the program described by the institution. Three kinds of resources are identified in the criterion: faculty, instructional resources, and clinical settings. The response to this criterion should summarize the formal education and experience relevant to faculty. This information should demonstrate adequate preparation to carry out the role assigned to each faculty member and should show experience with schools. The criterion does not require specific levels of graduate education, certification, or experience in public schools. The focus of this criterion is not on individual faculty, but on the faculty as a whole and the way in which faculty are arrayed to deliver the program. Instructional resources refer to materials, including library holdings and audio-visual materials, necessary to support instruction. These resources may be shown as available not only through on-campus facilities, but through agreements with other institutions or public schools. The test is whether the materials are accessible and readily available.

Clinical settings at which experience appropriate to the program can be gained must be available. Further, the number of sites must be proportional to the number of candidates pursuing the program or expected to enroll in the program. Since the institution assumes responsibility for preparing candidates, including clinical experiences, it is obligated to assure that the required experience can, in fact, be gained in timely fashion by candidates. The Handbook on Implementing Clinical Experiences provides recommendations and describes requirements concerning selection of clinical sites for programs leading to teaching certificates. Guidelines for clinical experiences in programs leading to the School Service Personnel certificate are available from the Illinois State Board of Education.

Areas of Inquiry:

a. Is the formal preparation and experience of the faculty appropriate to the program as described?

b. Do adequate instructional resources exist? Are they accessible and readily available?

c. Are there sufficient clinical settings available to provide the kinds of experience as called for in the program description?

Resources:

1. Faculty vitae;

2. Standards used in selecting faculty;

3. Data concerning library and other media holdings relevant to program;

4. Standards used in selecting clinical settings and cooperating personnel;

5. Written agreements with clinical settings required under Standard IIc.

Criterion 11

The program has and is attracting, or is realistically expected to attract, sufficient students to enable adequate evaluation of the program.

This criterion tests the likelihood that the program will remain responsive to public school needs and will continue to be maintained as described by the institution. In the face of no, or very few, students completing a program, experience suggests that the mechanisms necessary to maintain and continue development of programs tend to fall into disuse and, in many cases, institutional support for these programs diminishes.

The criterion establishes no specific benchmark by which "sufficient students" is determined. The absolute number of students judged to be sufficient may therefore differ from program area to program area, in part, because some secondary areas, e.g., physical sciences and foreign languages, have historically not been highly successful in recruiting candidates. Generally, if a program has attracted no candidates for a period of five years, it has been determined that the program cannot meet the test of providing "adequate evaluation."

Areas of Inquiry:

a. How many candidates are enrolled in the program?

b. How many candidates have completed the program in the last five years?

c. What are the prospects for continued enrollments in the program? On what are these prospects based?

d. Does the number of graduates in the past years provide enough of a pool to enable program evaluation?

Resources:

1. Historical data (past five years) regarding enrollments in program;

2. Surveys regarding interest in program.

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